

Question: Dr. John Williams (Rush County Schools): Pat, what are we supposed to do with our first- and second-year teachers who are currently working at this point, given the implementation of this new mentoring process?

Answer: Pat Mapes: The department will issue an assessment for the first- and second-year teachers in just a few weeks here, John. Our second-year teachers who are supposed to complete the portfolio will not be required to do so. We will allow a building-level administrator to complete the assessment for them. Even though it will only be done once this year, we are not going to hold them back. We are going to transition them in with the building-level administrator's approval to get them a proficient practitioner license. But your first-year teachers will go through the process for three years.

Q: Dr. John Williams (Rush County Schools): Okay, then in relationship to the identification we have now with non-permanent, semi-permanent and permanent teachers, will those timeframes be changed to coincide with the new licensing?

A: Pat Mapes: No, they will not. Those were in statute and those will remain.

Q: Scott Hanback (Tippecanoe Schools): What are we going to do now with teachers who have an expired license who might not be in a teaching assignment somewhere? How will they be able to renew licenses?

A: Pat Mapes: If their license has expired, they would still be under the old rules where they would have had to have either earned 6 hours of college credit or accumulated the 90 hours of professional growth points in order to renew.

Q: Scott Hanback (Tippecanoe Schools): Okay, and is there thought to how many in-service hours it will take to renew the license?

A: Pat Mapes: It would be 90 hours over a five-year period.

Q: Teresa Eineman (Crown Point Schools): Hi, Tony and Pat, are you the only two in the room?

A: Tony Bennett: No.

Q: Teresa Eineman (Crown Point Schools): Who's there?

A: Tony Bennett: We have Rich Hogue formerly of Hamilton Southeastern, who is the assistant superintendent for student support, Cam Savage, our director of communications, Dennis Brooks former Superintendent at New Albany-Floyd County Schools, Marcie Brown, who's our policy advisor and who has really worked closely with this. There are a number of us in the room so that we can answer any question.

Q: Teresa Eineman (Crown Point Schools): Much research has been done, Tony and Pat, in particular, on subjectivity in the decision-making process, and that subjectivity in the decision-making process lends itself to bias and discrimination. Therefore, there's a need for standards that are tested, researched, reflective dialogue between expertise rather than opinion. In the aviation field, for example, studies

have shown that co-pilots had a tendency not to stand up to their pilot because of the subjectivity of the power structure, and two very noteworthy plane crashes in 1990 and 1970 led to major changes in the aviation field to bring objectivity, not subjectivity, to performance standards.

I say this because I want to speak honestly, because I do not fear political repercussions. Yet, I've been following this for a year, and I want to talk about the elephant in the room. There's noise in the field that there's a political agenda embedded in these recommendations, that the political part of these recommendations were in the works one year ago, prior to Tony even being elected. We're speaking from Mitch Daniels on down. Saying that and knowing what I do about political quid pro quo, patronage, double standards, cronyism and what I've seen in the field, from our level on school boards on the system, my gravest concern is that we're very careful, very methodical, reflective, research-based and we remove politics from our professional field, and we don't allow it to expand in our professional field.

So, looking at this, I have grave concerns about what might be a political platform against administration and administrators—and in particular, superintendents as well as building administrators—under the guise of giving us flexibility. 'Flexibility' is a nice word to use, but, at the same time, we need rigorous standards to protect us at the local level from that political banter in a community. For example, a school board, most of them are not educators. We need standards at the state level to say, "No, we must hire a principal who is highly qualified. They went through rigorous training at the university; they have certification; they have field experiences; and they meet the standards." We need that support from the state.

I'm not going to dominate the time, but this is a serious concern for me, being a superintendent for 16 years. I pride myself on the accomplishments we've made in the state as an administrative body and team. We all know in this room and everyone who's listening, that the attack from the governor against superintendents and administrators is strong and significant. We've also heard from a year ago that there was going to be an effort to allow people in other fields to be superintendents and administrators.

Even Arne Duncan, who was pointed out in *Education Revolution Is Coming this Week to Indiana* by Brian Howey, Mitch Daniels indicated that Arne Duncan couldn't be an administrator in Indiana. Well, that is, again, a political agenda, and I'm not a politician, I'm an educator. I'm trying to protect my profession for the families in Indiana. Arne Duncan is a summa cum laude graduate from Harvard with a degree in sociology and experience with at-risk families. If we're saying that all superintendents are going to be summa cum laude graduates from Harvard, then, yes, open up those rules for summa cum laudes from Harvard.

Even Arne Duncan has increased the standards for Illinois. I've looked all this weekend on their Web site, and everyone should look at the standards for Illinois. They are some of the most rigorous standards for administrators. Superintendents on through the gamut require college preparation — and *education* preparation, by the way — multiple certifications. Before he left, Arne even added more standards to the licensure for administrators, both at the superintendent level and the principal level.

Now, I'm going to leave it there, but I want to put the elephant in the room. I'm asking, is there embedded in this a political agenda? That's my question.

A: Tony Bennett: Teresa, I'm going to go ahead and answer that. I will tell you very clearly, there is no political agenda here—none whatsoever. I wouldn't want to be flippant or cynical, but I do appreciate your comments, because, in many ways, I feel like they support what we are doing.

Again, our interest, and I will go to truly what the secretary said Friday when I was in Washington D.C. for Race to the Top. They want and they expect states to remove prohibitions. Now, the other thing is I want to be very clear that we're keeping the school leader license test and we're keeping the traditional path for principal and superintendent preparation. What we are saying is, and let me just use a very general example: A school corporation is in very dire financial situations, and that governing body, under local control—and Indiana is a very strong local control state—that governing body feels like it best serves that community by bringing in someone with a strong business background to address those issues...maybe they're not a summa cum laude in sociology from Harvard, but they may have an MBA. They may have turned around troubled companies financially. Maybe that's what a school corporation needs.

So, we're saying that these are options. No one is taking the political position that we're going to torpedo the superintendents' profession and force school corporations to do this, because I've been very open that there are many school corporations that are probably better served with the traditionally-educated, traditionally-trained superintendent, because quite frankly we have a lot of one- and two-person shops.

We're saying there are issues and situations that occur where a nontraditional path may be a better option. In the current world, I don't want to throw anyone under the bus, but we have Dr. Bertram, down in Evansville, who is engaged right now in a situation we actually funded or helped fund to help train a nontraditional path of building administrators and school leaders. If you as a superintendent or your board, the ISTA—and Indiana is a strong local control state—believe that you have the right applicant and you are going to be responsible for supervising or hiring or evaluating that professional, I think we at the department should remove those barriers.

Again, our intent had nothing to do with politics. It has nothing to do with watering down. It has to do with putting what you believe to be the best, as a superintendent, building leader, and in those circumstances that a school board believes a nontraditionally educated or a nontraditionally trained superintendent, if they believe that's the best option for their district, we want to provide that flexibility. This is not a situation where we're trying to force professionals into situations. We're trying to provide an opportunity if the leader and the community believe it's necessary.

Q: Teresa Eineman (Crown Point Schools): I'm going to add just a little bit more, because I don't want to dominate the discussion, Tony. I think our higher moral imperative is to protect all the children in the state of Indiana. I think there's a good balance of standards that the state comes in to protect us from the political decision making that is biased—or discrimination because of your gender or your

socioeconomic status. These are all protections that we need in the state of Indiana, with some flexibility, but not all or none either way. We should protect and then add flexibility.

I've seen, through this transition process, layers of people—again, they have been telling you, or Mitch Daniels, what you want to hear, because they want positioning. They want political support. They want to become a superintendent when they shouldn't in any way be a superintendent. This is stuff I've seen, and I'd be glad to talk to you personally about this, but I'm saying it to everyone on the phone because I want all of Indiana's children protected, not just Crown Point.

We need higher standards, more rigorous standards and we need some flexibility within that. We need people to prove they have the knowledge, the intellect, the disposition and the skill sets to perform in these areas. We don't need the managers at the Dairy Queens. The school boards—and that's part of the agenda, too, to look at school boards, and we do need to look at school boards, but that's going to be very hard to change. They do not have the expertise to look at those. That's why when you have university programs, they will assess those standards. They will also have content assessment as well as basic skill assessment along the way and certification. So, what I'm asking is that we have a balance here and we protect all of Indiana's children against discrimination, subjectivity and political favoritism....thanks.

A: Tony Bennett: Again, Teresa, I appreciate that. I think we're on the same page, because, again, this will be a waiver process, where we will ask those tough questions, be diligent. It won't be a waiver for a license; it will be a waiver for that particular circumstance. So again, we are not trashing and blowing up the integrity of superintendents or principal licensing. We are keeping the school leader license testing; we are keeping that traditional path for hiring our superintendents and principals. We are offering a waiver process for a nontraditional path, and you have our assurance that due diligence will be done.

I will also say that the folks that I've talked to, if you'd been in those meetings, those were not people who were telling us what we wanted to hear, because there was incredible discourse in those meetings, a tremendous amount of input. Again, I appreciate your position, and I give you the assurance our intentions are to make sure all children in Indiana have the best superintendents, principals and teachers in front of them every day.

Q: Teresa Eineman (Crown Point Schools): One other thing I ask, Tony, is that it's not always people in your meetings, it's people who talk to them, as well. I ask that, because money is mentioned a lot in Race to the Top, which is short-term money, not going to be sustained—that we don't sell our soul for the dollar. That may seem obvious, but I'm just stating the obvious, because I'm not politically maneuvering here. It's only a pure interest. As an accomplished administrator taking care of children, I want to continue to improve in Indiana — not degrade what we have. I want rigorous reflection and time. This is all brand new to us. I know you said it's going to take some time, but we did not have input into what we see here.

And I know there are some good things in here, but there could be some better things that get overlooked in the massive nature of this. I want to always have the caveat that we're not going to sell our souls in Indiana for the federal dollar. I know it's an obvious answer, "Of course not," but it's always

thrown out that we're going to lose the money if we don't do this. We shouldn't do things if it's not absolutely the best thing to do for kids regardless of the money.

I know I'm saying the obvious, but I want to say my piece one time.

A: Tony Bennett: Teresa, thank you very much.

Q: Philip Boley (Clinton Central Schools): Dr. Bennett, this is kind of a follow-up to what Teresa has said. My question is will there be any minimum requirement at all for these waivers for superintendents and principals? For example, will someone be required to have education experience, such as teaching experience or at least working in the business office?

A: Tony Bennett: Thanks for the question. We're going to look at each and every one of those applications on an individual basis. Again, every special circumstance in the state has a back-base that makes that school corporation and the needs of that corporation different than another. So, we will take a look at each and every circumstance. We will have discussions. If you're a superintendent hiring a principal, we'll have discussions with you. If it's a school board hiring a superintendent, we'll have discussions and use due diligence.

Our intention is not—and this is a conversation we've had at every level where we've had these discussions—we're not going to take a guy off the corner and stick him in as superintendent. That's not the interest here. The interest is: if you have a school corporation that has a very specific need, we want to make sure we do what we can to enable that school corporation to hire the person in who meets that need. So the answer to your question is that we will take a look at each and every circumstance on its merit.

Q: Philip Foley (Clinton Central Schools): So, just as a follow up, you're saying that a waiver can be granted to anyone to be principal who the school board believes or the superintendent believes is qualified? Are we going to have some kind of basic requirements? To me that's tantamount. We have to have that for the education of children.

A: Tony Bennett: Again, I want to be very clear: we're going to take a look at each and every circumstance. For instance, you may have a CEO of a hospital who has done a tremendous amount in terms of revitalization financially. The school corporation, frankly, can't provide the kind of instructional program they need because they're in that kind of dire situation. You may need a strategic, financial leader to help. If that school corporation has the other professionals to help that CEO deliver instructional strategies and deliver the instructional leadership, we will take a look at that.

So there's not going to be...and one of the things I think we all have to get comfortable with as education evolves is: the hard fast rules—we have to take a look at each and every one of those as they apply to the needs of the school corporation to meet the needs of the children. So, again, it's not going to be a situation where we're taking a person with no expertise and sticking them in there because they're a cousin or a brother of a school board member. We are going to do our due diligence there.

But again, our interests are making sure school corporations find the professionals who meet the needs of their school corporation, so that school corporations can meet the needs of the children.

Q: Stacey Hughes (Central Noble Community): I was reading the summary, and it said something about proposed licensing changes. It didn't say anything about superintendents or principals who are currently licensed. How will these changes affect our renewal?

A: Pat Mapes: Stacey, your renewal will remain just like the teachers'. You'll be able to use professional development points: 90 every five years. So, when you attend the IAPSS in the spring, fall and winter seminars, you'll be able to count those hours as professional development and renew your licensure that way.

Q: Steve Darnell (Smith-Green Community): I have a question about the content-area tests. Could you expand a little bit on that? You mentioned in your presentation something about an elementary teacher, good at language arts, passing the content area...what are you thinking on their content-area tests?

A: Pat Mapes: The content area tests are the PRAXIS II tests that we have already established here in the state. If you're already an elementary-licensed teacher and your school corporation would like you to teach 7th grade language arts, you'll be able to add that to your license by passing the content-area test in language arts. You've already proven your expertise as a teacher in the classroom, and this content test will just add some validity that you are a content-area specialist for that subject.

Q: Steve Darnell (Smith-Green Community): And that would be true for the high school level, too?

A: Pat Mapes: Yes, that is correct.

Q: Steve Darnell (Smith-Green Community): Okay, are you looking at any type of authentic assessment outside of the PRAXIS?

A: Pat Mapes: No, at this point in time, the PRAXIS II is what we have looked at. We are looking at other tests in the area of reading, because that is a focal point for us throughout K-12 education.

Q: Franzy Fleck (East Gibson Schools): Well said, Teresa. I had a couple of things, Dr. Bennett. I agree with Teresa. I am concerned with the political agenda and also what appears to be a lowering of standards when it comes to principals and administrative certification. I think about myself personally and the administrators I know: our experiences were based on our teaching experiences. Running a business is different than working with our children and making decisions that affect our children. I just want to share my thoughts that I am concerned about that, and I agree with Teresa that I worry about protecting the integrity of our profession.

The other comment that I wanted to share is the part about Arne Duncan and charter schools. I had the opportunity to be in D.C. one week before July 24, on July 17, and Dr. Duncan shared about charter schools. He said that there are some stating it's about opening charter schools. Mr. Duncan's comment was that some say charter schools do well; some say they don't do well. It's about opening and closing

schools that are not doing well. It's not about opening charter schools. It's about helping schools and shutting down nonperforming schools—and some of those are charter schools.

A: Tony Bennett: Franzy, thanks. In response to that, my experiences have shown it's easier to close a charter school than it is to close a traditional, nonperforming, non-charter school. I want to read, if I may, the quote that Arne Duncan made on July 24:

“States, for example, that limit alternative routes to certification for teachers and principals, or cap the number of charter schools, will be at a competitive disadvantage. And states that explicitly prohibit linking data on achievement or student growth to principal and teacher evaluations will be ineligible for reform dollars until they change their laws.”

What we heard Friday at the roll out of the Race to the Top was pretty clear from the secretary. I think many, many folks are overstating this issue of licensing for administrators. As a superintendent, I trust, Franzy Fleck, that if you have a person in your building who you believe to be a great school leader, I think I ought to get out of your way and let you have that person as a great school leader. In some situations that person may not have a principal certification, and frankly, many of us have done that.

I can say that a good friend of mine, Bill Riggs, hired me as an assistant superintendent but called me an administrative assistant to the superintendent. I did all the duties. Danny Cahill hired me as an assistant superintendant and called me the assistant to the superintendent. We hire assistant principals and call them deans. We hire assistant principals and call them assistants to the principal. We do these things, because we think we have found the right person to deliver the best services to our children. And all we're saying is: let's give the person the title they deserve. And if they can deliver those services, let's give them the option to deliver those services. We want superintendents to be able to hire great building leadership that upholds instructional quality and holds teachers accountable. This maybe one of those situations that the superintendents and the school boards separate themselves, because I trust that with the right amount of due diligence, school boards in this era of heightened accountability, I think we're out of the days of hiring somebody's brother. I think we're into the days of making sure our schools perform.

I believe the best thing for us is to not focus on those 20 or so districts that may or may not take advantage of this. I want to emphasize that we have not done anything to abandon traditional superintendent or principal preparation. This is an option that may be utilized by creative superintendents and creative boards that have a special need.

Q: Franzy Fleck (East Gibson Schools): Dr. Bennett, I understand what you're saying, I just express my concerns. I understand that you're going to keep the traditional path open to obtaining an administrator's license. With that said and done, the alternative to putting someone in a position of leadership—I do have concerns, because as a superintendent, I don't always get that option. I have a board. There's a lot that goes into teaching our children, and I'm just concerned and wanted to express my concern. Thank you.

Q: Kent Dekoninck (Avon Community Schools): Pat, for our new first and second-year teachers, will we not be enrolling them in the online system as we gear up for the next couple of weeks of school?

A: Pat Mapes: No, you will not enroll them in the IMAP system as you have in previous years. You'll just keep your list locally, and then when we issue you the assessment, you'll fill that out and there will be directions to get that information back to the department.

Q: Kent Dekoninck (Avon Community Schools): Okay. Just to clarify, the local mentor program, whatever that mentor program may look like, the teacher induction program, that's totally up to the local unit, and we would not need to assign mentors if we chose not to?

A: Pat Mapes: That is correct. You will have your local program that you will devise. You will have the option to use mentors, but that's a local decision. The department will issue the assessment that will be used for those beginning teachers during their residency.

Q: Kent Dekoninck (Avon Community Schools): Our people that we just hired with a two-year license, they will still be on the two-year program, but anyone who's issued after July 1, 2010, they would be getting the three-year license?

A: Pat Mapes: That is correct.

Q: Kathy Steele (Crawfordsville Community Schools): My concern is with our speech and hearing therapists and the licensing. Are there any plans at this point to change the licensing for speech and hearing therapists? Right now, in the state of Indiana, it's very difficult to even fill speech and hearing positions with teachers who have their Master's degree.

A: Pat Mapes: Yes, we're looking to make that easier for school districts. Speech and hearing therapists at this time get a license from the Indiana Public Licensing Agency, and a school district will be able to employ them from this point forward to conduct those services in their school. So, you will no longer need a teacher license in order to conduct speech therapy within the school districts.

Q: Kathy Steele (Crawfordsville Community Schools): But if we're hiring somebody, as far as special education is concerned, we need to have somebody who has a speech and hearing license. Right now, it's very difficult for those people to get a license. They get their Bachelor's degree, but then they have to go back and get their Master's degree. It's very difficult for them to teach as a speech and hearing therapist and go back and get that Master's degree.

A: Pat Mapes: As long as they are licensed through IPLA, then they will be eligible to be employed within your school district. There's still the level of preparation that's done at the college level in order to receive that license that makes them qualified to deliver those services for you, and they'll have to have that level in order to be employed.

Q: Kathy Steele (Crawfordsville Community Schools): Has there been any discussion with those state schools about the licensing, though? It is very difficult for these people to get a license. I've had somebody who's tried to get in. She has her Bachelor's; she can't get in the Master's program. So it's very difficult to hire these people.

A: Pat Mapes: That is what the higher education group will have to look at as review the new rule changes and conduct programs to fill those needs for us.

Q: Kathy Steele (Crawfordsville Community Schools): I would certainly appreciate it if you could look into that area. I'm sure there are other schools in the state that are dealing with deficiencies in this area.

Q: Kristi Knapp (Richmond Community Schools): Dr. Bennett, you keep saying you want to be perfectly clear, but we're finding it hard to find clarity because there is no minimum standard. Who will make this decision as you open it up for superintendent seats?

A: Tony Bennett: I will make that decision. That is a waiver that is filed by the governing body to the superintendent of public instruction. We will do our due diligence out of the Department of Education. We will work with the governing body in terms of determining the quality, the fit of the person for that particular circumstance. We will either provide a waiver for that particular school corporation, in that particular circumstance or not.

Q: Kristi Knapp (Richmond Community Schools): Will that be determined on a yearly basis or for the duration of the person's tenure?

A: Tony Bennett: My opinion is once we grant the waiver, that determination, just as with all superintendents, the evaluation of the superintendent is clearly up to the school board.

Q: Kristi Knapp (Richmond Community Schools): We're very concerned about that situation, but we have other questions. We'd like to know, the highly-qualified designation, is that something we'll still have to be concerned about and especially for our classroom teachers?

A: Pat Mapes: Yes, that will still be a designation we will need to fill in order to be compliant with NCLB. The HQ requirement will still be in effect.

Q: Kristi Knapp (Richmond Community Schools): We also want to know then; the state mentor program that's been in effect for teachers is no longer in effect?

A: Pat Mapes: That is correct; that will change.

Q: Kristi Knapp (Richmond Community Schools): And you'll get us information about that then?

A: Pat Mapes: Yes.

Q: Ryan Snoddy (Northwestern Schools): We currently provide professional development classes for our teachers, and we're authorized to give them CRUs: one CRU for every two hours in professional development. Would that process continue, or would that process change to some degree?

A: Pat Mapes: It will change to some degree. For every hour of professional development, you'll receive one point. The local building administrator will determine the professional development content that will be approved. You will no longer submit a CRU proposal to the department for approval. You'll handle that at the local level.

Q: Sandra Weaver (M.S.D. Wabash County Schools): Do new administrators have to be involved in the IMAP? You're saying teachers do not.

A: Pat Mapes: New administrators will go through a beginning residency program, as well, that will last three years. They'll be supported by an administrator who has at least five years of experience. They will have an assessment that will allow them to move from an initial administrator's license to a proficient one.

Q: Sandra Weaver (M.S.D. Wabash County Schools): And I also see on your memo it says these rules go into effect in 2010, but it sounds like we're putting them into effect now, is that correct?

A: Pat Mapes: The effect will be that the portfolio part of this will go away this year. But the implementation dates will vary for students who are in the colleges right now who are finishing programs. There are several dates in the document now when key parts will come into effect. We are looking at the portfolio requirement for 2009-2010 will be removed.

Q: Larry Moore (Eminence Community Schools): My question is about teachers. We've talked a lot about administrators and the flexibility necessary and the individual basis and doing what's right for a school. I'm wondering if we're going to be able to do the same thing concerning a teacher. Coming to mind is the fact I might have an excellent teacher I may like to place outside of an endorsement field. So I would place them and then send them to take the PRAXIS II content test. What ramifications would that have for us?

A: Pat Mapes: We would ask in that situation that you have them go through an emergency permit. That gives them one year in that setting for year and one year to complete the PRAXIS II exam and prove their subject area content. After they've done that, we'll add that area to their license, and they'll remain in that placement as long as you choose to have them teach in that area.

Q: Larry Moore (Eminence Community Schools): Okay, and since we have this new twist, are the one-year emergency licenses going to be a little easier to obtain, because I've had some bad luck with that in the past when we've had to fill some needs.

A: Pat Mapes: The one-year license will still be in place; we'll just require that in that year the teacher takes the content test. Then we'll be able to renew it for two years if they pass that content-level test. If they're a nontraditional person with just a major in a subject area, we'll ask that they go back to school and pick up the minor in the pedagogy so they can then be a licensed teacher.

Q: Larry Moore (Eminence Community Schools): Okay, and if they don't pass and they don't get that license, how is that going to affect our accreditation reviews and the like?

A: Pat Mapes: They'll have the emergency permit, so they'll be fine the one year that you have them in that placement.

Q: Larry Moore (Eminence Community Schools): Just following up, if we can get those emergency permits, that would help a lot of the smaller schools, and I know that's one of the goals that we have.

A: Pat Mapes: We're going to help you out a lot when you need those emergency permits. Just submit those here to my office and we'll submit those as quickly as we can.